R E P O R T R E S U M E S

ED 012 524 EC 000 122

PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN.

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NEWARK STATE SCHOOL, N.Y.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.92 48P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *SOCIAL ADJUSTMENT, *CURRICULUM GUIDES, *PREVOCATIONAL EDUCATION, *VOCATIONAL EDUCATION, RESIDENTIAL CENTERS, STATE SCHOOLS, CHILDREN, ADOLESCENTS, CURRICULUM, SPECIAL EDUCATION, NEWARK

THE AIMS AND OBJECTIVES OF THE NEWARK STATE SCHOOL ARE CLASSIFIED AND RELATED TO SUBJECT AREAS IN A PREFACE TO TWO SEPARATE CURRICULUM OUTLINES FOR SOCIAL AND OCCUPATIONAL ADJUSTMENT. FOR EACH UNIT, SUGGESTED TEACHING CONTENT IS CORRELATED WITH GENERAL AND SPECIFIC OBJECTIVES CATEGORIZED FOR EACH AGE LEVEL--PREPRIMARY (5-8 YEARS), PRIMARY (9-12), JUNIOR INTERMEDIATE (13-14), SENIOR INTERMEDIATE (15-16), AND YOUNG ADULT (17-20). A 15-ITEM REFERENCE LIST OF CURRICULUM MATERIALS IS INCLUDED. (VO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EC 000 122

PROGRAM

FOR

EDUCABLE MENTALLY RETARDED

CHILDREN

Developed by the Education Department Staff

of

Newark State School

Edited by:

John W. Thomas
Education Director

NEWARK STATE SCHOOL
Newark, New York

Frank R. Honne', M.D.
Director

FOREWORD

Although Newark State School has provided an educational program for its residents since 1894, the program did not become unified until the position of education supervisor was established in 1950. When Mrs. Geraldine Collins was appointed to that position, she initiated a program of curriculum development which has resulted in the unification of the program and a definition of its philosophies and objectives.

In the beginning, the teaching staff was slow in accepting the need for developing a curriculum; however, a set of aims and objectives was established in 1953 and served as a foundation for the educational program for educable children. In the meantime, the supervisor had revised the classification of school children and had established a progression within the program.

During the next few years, the program and curriculum was gradually revised until 1959, when the position of education director was established and Mrs. Collins was promoted to that position. With the assistance of the education supervisor, she continued the program of curriculum development by conducting a workshop which resulted in the definition of the educational program in terms of the nature and needs of the pupils, the philosophy of the program, and its aims and objectives (14).

The educational program which emerged was similar in many ways to the CRMD program of New York City (3, 4), but allowed for conditions peculiar to the institution:

Level	C. A.	Core	Emphasis
Pre-primary	5 - 8 yr.	The Individual	Social Skills
Primary	9 - 12 yr.	The Ward	Academic Skills
Jr. Intermediate	13 - 14 yr.	The Institution	Academic Skills
Sr. Intermediate	15 - 16 yr.	The Community	Occupational Skills
Young Adult	17 - 20 yr.	The Worker as a Citizen and Social Being	Occupational Skills Social Skills

Since the objectives of the educational program of Newark State School may be generalized as social and occupational adjustment, this program has especially provided for the development of skills of adjustment, through the use of bi-monthly themes, relating directly to areas of adjustment, i.e. grooming, leisure time, transportation, communication, health, safety, etc.

Several curricula were studied (1, 2, 3, 4, 9, 10, 11, 12), but none seemed to meet the conditions of Newark State School, so a committee of teachers were appointed in 1963 to develop a social adjustment curriculum, which was adopted in 1964 for use with the educable children. Plans were projected for curricula in occupational adjustment and manual occupational skills, to be followed later by curricula in academic skills, and work was begun on the occupational adjustment curriculum in the spring of 1964.

In using these curricula, the teachers are asked to recognize that it may be necessary to teach any or all skills at the upper levels, despite their assignment to one or more of the lower levels.

AIMS AND OBJECTIVES

I. Objectives of Newark State School

A. Overall objectives

1. To provide adequate treatment and care of patients

2. To prepare the patient for his return to community living by:

a. Conducting education and training programs within the intellectual capabilities of the patient.

b. Encouraging the patient to participate in the group activities of the institution.

c. Starting the rehabilitation process early so that on release the patient may be prepared to assume his place in the home and community.

d. Helping families, friends and employers to contribute to the rehabilitation and stabilization of the patient.

II. Objectives of Educational Services in State Schools

A. To provide an educational and training program to patients which will enable them to realize the p otentialities they may possess.

B. To provide patients with the tools of learning so that they may profit from their educational experience.

C. To provide patients with socializing experiences so that they may get along with those about them.

D. To p repare patients for outside work experience within their intellectual capability.

E. To prepare patients who are unable to return to the community for the best possible adjustment in the institution or other sheltered environment.

III. Educational objectives

A. Self-realization

B. Human relationships

C. Economic efficiency

D. Civic responsibility

IV. Aims (classified according to related objectives)

A. Self-realization

1. Mental health

a. Wholesome attitude

b. Emotional control

c. Realistic and satisfying self-image

2. Personal health and hygiene

a. Health

(1) Cleanliness and sanitation
(2) Grooming
(3) Physical fitness

(3a) nutrition
(3b) exercise and rest

b. Safety

3. Skills of thinking and communication

a. Language arts

(1) Oral communication

(1a) listening
(1b) speaking

(2) Written communication

(2a) reading
(2b) writing

(2ba) spelling

(2bb) correct usage

(2bc) coherence

b. Arithmetic

(1) fundamental skills
(2) functional arithmetic

(2a) money
(2b) time
(2c) calendar
(2d) measurement
(2e) concept of number

B. Human relationships

1. Relationships on the ward

a. Patient-employee relationships

b. Patient-patient relationships

(1) loyalty

(2) sharing

2. Social relationships (on the street, in stores, etc.)

a. Courtesy (consideration for the rights and desires of others)

b. Manners (correct social usage)

c. Grooming

d. Respect for authority

3. Relationships at work and in class

a. Relationships between workers and persons in authority

b. Relationships between workers, at work or in class

C. Economic efficiency

1. Choosing a job

a. analyzing the job

b. self-analysis

2. Preparing for the job

3. Finding the job

4. Applying for the job

5. Holding the job

6. Managing one's income

D. Civic responsibility

1. American ideals

2. Public welfare

PRINCIPLES OF EDUCATION

I. The capacities, limitations, and experiences of the mentally retarded differ from those of normal children. At the same time, individual differences in the cause and complexity of the retardation is especially significant; therefore, education for retardates must be adapted to the nature and needs of the children, individually and collectively.

II. Mentally retarded children need greater educational stimulation and motivation than normal children, so educational methods should reflect this greater need. There should be no attempt to force the individual beyond his ability and readiness.

III. Mentally retarded children are deficient in the ability to transfer learning. For them there is limited projection in time or location, and limited postponed values. It is necessary, therefore, to teach directly and concretely the skills they need for adjustment to institution and community life.

PHILOSOPHY OF EDUCATION

Among the moderately and mildly retarded residents of Newark State School, most are potentially capable of making some contribution to their environment. The degree and nature of the contribution reflects a complex interaction of personal and environmental factors: some will achieve independence in the community; others will need the continued security of a closely supervised environment. Regardless of the pattern of each one's life, it is the responsibility of the school to promote full utilization of individual ability and to foster the development of a realistic self-concept.

Given adequate preparation and guidance, mentally retarded persons have demonstrated a capacity for acquiring occupational skills; however, an appropriate educational program should place major emphasis on the basic skills of social, occupational and economic adjustment, with additional opportunities for each individual to broaden and extend these skills, in order that he may be able to adapt himself to any employment which may be appropriate to his aptitudes and abilities.

--Education Department Staff
Newark State School

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CURRICULUM GUIDE

FOR

DEVELOPING

SOCIAL ADJUSTMENT

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1963

NEWARK STATE SCHOOL
Newark, New York

Frank R. Henne', M.D.
Director

(Pre-Primary (5 -8 yr.)

General objectives — Specific objectives

A. Respect for the rights and roles of others

1. Respect for "occupancy," i.e. right to use chosen or assigned toys or other materials without interference.

Respect for materials on teachers desk

2. Respect for activities of others, i.e. non-interference with activities of others

Accepting responsibility for errors or behavior

Working with minimun of noise

3. Sharing attention of teacher

4. Manners and social graces

a. "Please," "thank you," "excuse me"

b. Awaiting one's turn at bathroom, at snack time, in coatroom

c. Orderliness in line, on walks, on stairs, in hall

d. Table mannera:

(1) amount of food to take as food is passed

(2) talking with food in mouth

(3) amount of food in mouth

e. (Eliminate) panhandling

B. Respect for property of others

1. Respect for ownership; e.g. articles of clothing purses, pockets

Respect for teacher's sole responsibilty and authority to use piano, radio, record player, etc

Respect for handwork of others

2. Responsibility for condition of public property

a. Destructive play

Pre-Primary (cont)

B. Respect for property of others (cont)

2. b. Putting materials away after use

c. Cleaning up one's "messes"

C. Awareness of feelings of others

1. Consideration for others in class

Refrain from name-calling

2. Grooming

a. Face, hands, nails, hair

b. Cover mouth when coughing

c. Lacing and tying shoes

d. Zippers and buttons closed

e. Socks and shoes on correctly

f. Putting on outer clothing correctly

g. Walking correctly (do not scuff feet)

D. Citizenship

1. American ideals

a. Meaning and awareness of holidays

Primary (9 - 12 yr)

General objectives **Specific objectives**

A. Respect for the rights and roles of others

1. Respect for ownership or occupancy, i.e. right to use assigned materials and to occupy assigned seat without interference or invasion

   Respect for privacy of conversation, i.e. refraining from eavesdropping

2. Responsibility for assigned tasks

   a. Responsibility to perform tasks related to mutual interests

   b. Non-interference with others who are performing assigned tasks

3. Accepting control by teacher, i.e. reciting when called upon

4. "Talking time," i.e. sharing experiences by speaking in turn without interrupting others, as called upon by teacher

5. Manners and social graces

   a. Ladies first

   b. Courtesy on elevator, on stairs, in hall, on walks.

   c. Removing hats (boys) and boots when entering buildings

   d. Table manners

      (1) awaiting turn as food is passed

      (2) waiting till all are served

   e. Assisting ladies with coats

   f. (Girls) graciously accepting courtesies from men

   g. Playing radios, record players quietly on ward

   h. Closing doors quietly

   i. Eating when others are present

Primary (cont)

A. Respect for rights and roles of others

5. 4. Chewing gum in public

(1) noise

(2) ways to dispose of gum

B. Respect for property of others

1. Respect for safety of other's possession e.g. glasses, automobiles, etc.

2. Responsibility for condition of public property

a. Care of desks and other furniture

b. Care of books

c. Care of pencils, crayons, etc.

C. Awareness of feelings of others

1. Tolerance for handicaps, color, etc.

2. Sharing favors and friendships

3. Sympathy

4. Grooming

a. Cleaning of boots and shoes before entering a building

b. Shoe shining

c. Sewing on buttons

D. Citizenship (American ideals)

1. Recognition of flags

a. Colors

b. Stripes

c. Stars

2. Group decisions in classroom---simple voti procedures (show of hands, ballots)

Jr. Intermediate (13 - 14 yr.)

General objectives — **Specific objectives**

A. Respect for the rights and roles of others

1. Respect for privacy, as represented by closed doors, workboxes, workbaskets, and portfolios

   Respect for privacy of contents of written materials on teachers' or pupils' desks

2. Responsibility in group and individual self-direction

   a. Selection of tasks of service to others

   b. Group decisions related to class conduct

   Respect for conversational group, i.e. non-interference with conversation of others unless invited to join group

3. Respect for, and acceptance of teacher as a person as well as a symbol of authority

4. Conversation, i.e. listening and speaking in turn, allowing others to finish thought before contributing

5. Mutual responsibility for health, i.e. use of handkerchief and tissues when sneezing and coughing

6. Manners and social graces

   a. Responsibility as host or guest

   b. "Thank you" notes

   c. Audience manners

   d. Ballroom manners

   e. "Boy-girl" manners

   f. Appropriate vocabulary for social situation

   g. Playing portable radios on walk

Jr. Intermediate (cont)

B. Respect for property of others

1. Responsibility for condition of public property

a. Littering

b. Care in use of facilities

(1) lawns

(2) flower beds

(3) walls (defacing)

c. "State" vs. "private"

d. Thrift

C. Awareness of feelings of others

1. Respect for race, religion, difference in ability

Giving and receiving teasing

2. Recognition of problems of others, e.g. teachers, employees

3. Resolution of differences (majority rule)

4. Grooming

a. Body cleanliness

(1) teeth, bathing, shampoos, finger nails

b. Clothing

(1) washing

(2) ironing

(3) mending

(4) hanging clothes properly

(5) proper clothing for occasion

D. Citizenship (American ideals

1. Our country

a. People

Jr. Intermediate (cont)

1. b. Physical features and natural resources

   c. The world in relation to us

   d. Holidays and traditions

2. Respect for authority

   a. Understanding ward and institution rules

   b. Formulation of classroom rules

   c. Government rules and regulations

   d. Work situation rules

3. Community responsibilities

   a. Defining and offering solutions to problems

   b. Voting and accepting majority opinion

   c. Cooperation in carrying on decisions

   d. Changing rules

Sr. Intermediate (15 - 16 yr.)

General objectives — **Specific objectives**

A. Respect for the rights and roles of others

1. Respect for the privacy of others' mail

2. Respect for group responsibilities for condition of cleanliness, orderliness and quietness of working environment

   Assuming initiative for activities relating to mutual interests and benefit

3. Telephone conversation, i.e. voice modulation, sharing party line, etc.

4. Manners and social graces

   a. Self control (anger, hatred, ardor, hilarity, etc.)

   b. Consideration for helplessness, ignorance or handicaps

   c. Introductions

   d. Use of titles, first names

   e. Table manners

      (1) proper table setting

      (2) use of silverware, china

      (3) serving and passing food

      (4) appropriate conversation

      (5) neatness of table

      (6) finger foods vs. fork foods

   f. Responsibilities of borrowers

      (1) safekeeping of "loan"

      (2) repair or replacement of damage

      (3) "sponging"

   g. Discussion of personal and confidential matters

Sr. Intermediate (cont)

4. h. Accepting compliments graciously

i. Accepting conditions as they exist

B. Respect for property of others

1. Respect for private property, i.e. "no trespassing" don't pick flowers or fruit, etc.

Acceptable souvenirs: those which are purchased or offered

Respect for contents of refrigerators and cupboards

2. Responsibility for condition of others' property

a. Working materials

b. Merchandise in stores

c. Public and private bathrooms

d. Furniture

(1) sitting on chairs, sofas

(2) putting things on tables

(3) standing on furniture

C. Awareness of feelings of others

1. Helping the elderly and infirm

Kindness and helpfulness toward others

Accepting kindness from others

2. Grooming

a. Clothing

(1) avoid tight garments

(2) clothing clean and pressed

(3) avoid extremes in styles

a) scant skirts

b) simple jewelry, trimmings

Sr. Intermediate (cont)

4. h. Accepting compliments graciously

i. Accepting conditions as they exist

B. Respect for property of others

1. Respect for private property, i.e. "no trespassing" don't pick flowers or fruit, etc.

Acceptable souvenirs: those which are purchased or offered

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(2) clothing clean and pressed

(3) avoid extremes in styles

a) scant skirts

b) simple jewelry, trimmings

Sr. Intermediate (cont)

C. Awareness of feelings of others

2. a. (4) shirts, jerseys, blouses tucked in

(5) shocs clean and polished

(6) clothing in good repair

(7) harmony

a) colors

b) body type

c) accessories

(8) appropriateness

b. Body

(1) hair style, cleanliness

(2) p osture (sitting, standing, walking)

(3) cleanliness, cosmetics

D. Citizenship

1. American ideals

a. Respect for the flag

(1) history

(2) symbolism

(3) pledge

b. Respect for authority

(1) authority in an institution

a) hierarchy

i) final authority rests in highest office

ii) employees and patients bound by rules

iii) responsibility for making decisions

iv) authority to reward or punish

Sr. Intermediate (cont)

D. Citizenship (cont)

1. b. (1) b) personnel of authority

i) names

ii) roles

iii) positions

iv) responsibilities

(2) authority in the community

i) elected officials

qualifications for voting

responsibilities of voters

ii) appointed officials, e.g. policemen

c. The family as a citizenship unit: roles and responsibilities of members

2. Common welfare

a. Volunteer organizations

(1) functions

(2) services

(3) participation

(4) church membership

b. Community helpers

Young Adult (17 - 21)

General objectives — Specific objectives

A. Respect for the rights and roles of others

1. Respect for mutual responsibility for efficiency of immediate working unit

   Making and keeping appointments

2. Respect for value of time attention of employer or supervisor

3. Manners and social graces

   a. Restaurant manners

      (1) eating

      (2) ordering

      (3) tipping

      (4) primping

   b. Park manners

      (1) littering

      (2) noise

      (3) intrusion on others

   c. Theater manners

      (1) eating

      (2) talking

      (3) entering and leaving seats

   d. Street manners

      (1) gawking

      (2) smoking and eating

      (3) walking in groups

   e. Supermarket manners

Young Adult (cont)

A. Respect for the rights and roles of others (cont)

3. f. Public transportation

e. Party manners

h. House guest manners

i. Telephone manners

(1) answering

(2) taking messages

(3) calling others to telephone

(4) party lines

j. Written invitations

k. Adjusting manners to conditions

B. Respect for property of others

1. Borrowing from others without permission (avoid)

2. Responsibility for condition of others' property

a. Smoking in public

Graciousness in case of damage to own property

C. Awareness of feelings of others

1. Respect for others' ability to do the job assigned (Refrain from criticising others)

2. Industrial relations (personal level) e.g. friendship, borrowing, sharing

Family relations, e.g. love and affection, sharing

3. Mass vs. personal thinking

4. Self-evaluation

5. Peer evaluation

6. Grooming

a. Clothing

C. Awareness of feelings of others

6. a. (1) simple, conventional styles

(2) plain, simple jewelry

b. Grooming for the job

(1) appearance

(2) safety

(3) comfort

D. Citizenship (American ideals)

1. Respect for authority

a. Governmental authority

(1) Federal

(2) State

b. Legal aspects of landlord-tenant relations

(1) rights of landlord

(a) entry for repairs and collection of rents

(b) restraint of tenants from misuse of property

(2) rights of tenants

(a) use of property

(b) recovery for unlawful entry

(3) obligations of tenants

(a) payment of rent

(b) condition of property

(c) informing landlord of need for repairs

A

CURRICULUM GUIDE

FOR

DEVELOPING

OCCUPATIONAL ADJUSTMENT

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1964

NEWARK STATE SCHOOL
Newark, New York

Frank R. Henne', M.D.
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Pre-Primary (5 - 7 yr.)

General objectives: **Specific objectives:**

A. Development of Good Attitudes

1. Kindness
2. Sincerity
3. Responsibility
4. Courtesy
5. Cooperation
6. Respect
   a. For own schoolwork
   b. For others' schoolwork
7. Sharing
8. Honesty
9. Truthfulness
10. Good mental health
    a. acceptance of self as part of a group (role of self in classroom group)
11. Self control
12. Pride in accomplishment
13. Honor
14. Pleasantness

B. Establishment of good habits

1. Good grooming
2. Neatness
3. Orderliness
4. Safety
5. Listening

Pre-Primary (cont)

B. Establishment of good habits (cont)

6. Working carefully and quietly

7. Care of p roperty and materials

8. Acceptable speech

9. Eating in the classroom

C. Development of knowledge of job areas

1. Job exploration: people who help "me" (attendants, nurses, doctors, etc.)

2. Job analysis (classroom duties)

D. Awareness of responsibility

1. To job and property

a. perseverance

b. responsibilities in group activities

c. responsibility for toys and materials

2. To teachers and institutional personnel

a. listening attentively

b. resp ect for authority

3. To classmates

a. avoiding exhibitionism

b. sharing with others

c. respect for property of others

d. avoiding tattling

4. In the classroom

a. mutual responsibility for classroom conditions

5. To self

a. self improvement (development of desirable qualities)

Pre-Primary (cont)

D. Awareness of responsibility (cont)

5. a. (1) cleanliness

(2) grooming

(3) conversation

(4) behavior

E. Laws protecting workers .

F. Income management

1. Budgeting

a. materials

b. clothing

c. time

G. Management of leisure time

1. Specific play activities (books, games, puzzles, etc.

2. Proper conduct

3. Good sportsmanship

a. taking turns

b. winning and losing graciously

Primary (9 - 12 yr.)

General objectives — **Specific objectives**

A. Development of good attitudes

1. Kindness
2. Sincerity
3. Responsibility
4. Courtesy
5. Cooperation
6. Respect
   a. for own classroom duties
   b. for others' duties
7. Sharing
8. Honesty
9. Truthfulness
10. Good mental health
    a. acceptance of role in ward group
11. Self control
12. Pride in accomplishment
13. Honor
14. Pleasantness

B. Establishment of good habits

1. Good grooming
   a. neatness
2. Orderliness
3. Safety
4. Listening
5. Working carefully and quietly

Primary (cont)

B. Establishment of good habits (cont)

6. Care of property and materials

7. Acceptable speech

8. Punctuality and regularity

9. Eating in classroom

10. Borrowing and lending materials

C. Development of knowledge of job areas

1. Job exploration

a. people who help "us" (policemen, fireman, etc.)

b. "service" jobs (food handler, maintenance men, etc.)

2. Job analysis

a. classroom duties

b. ward duties

D. Awareness of responsibility

1. To job and property

a. completing classroom tasks and schoolwork neatly and to best of ability

b. respect for schoolwork

c. responsibility for equipment and materials

2. To teacher and institutional personnel

a. following instructions

b. respect for authority

3. To classmates and fellow patients

a. avoiding exhibitionism

b. sharing with others

c. consideration for others

Primary (cont)

D. Awareness of responsibility

3. d. respect for property of others

e. relationships between pupils

(1) self control

(2) avoiding tattling

4. In the classroom and building

a. mutual responsibility for general conditions of classroom, ward and institution through assigned tasks

5. To self

a. self improvement

(1) cleanliness

(2) grooming

b. "selling" oneself

(1) conversation

(2) behavior

E. Laws protecting workers

F. Income management

1. Budgeting

a. materia ls

b. clothing

c. time

G. Management of leisure time

1. Specific play activities (books, games, puzzles, etc.)

2. Proper conduct

3. Goodsportsmanship

(1) taking turns

(2) winning and losing graciously

Jr. Intermediate (13 - 14 yr)

General objectives **Specific objectives**

A. Development of good attitudes

1. Kindness
2. Sincerity
3. Responsibility
4. Courtesy
5. Cooperation
6. Respect
   a. for own classroom duties
   b. for others' duties
   c. for others' race and physical appearance (see Social Adjustment Curriculum)
7. Generosity
8. Honesty
9. Truthfulness
10. Good mental health
    a. acceptance of role in institution
    b. acceptance of own physical and mental capabilities and limitations
11. Self control
12. Pride in accomplishment
13. Honor
14. Pleasantness

B. Establishment of good habits

1. Good grooming
   a. appropriateness

Jr. Intermediate (cont)

B. Establishment of good habits

1. b. cleanliness

c. neatness

2. Orderliness

3. Safety

4. Listening

5. Working carefully and quietly

6. Care of property and materials

7. Acceptable speech

8. Punctuality and regularity

9. Eating in the classroom

10. Borrowing and lending materials

C. Development of knowledge of job areas

1. Job exploration in the institution

2. Job analysis (institution)

a. duties and responsibilities

b. qualifications

(1) personal

(2) educational

3. Self-evaluation (as related to job requirements)

D. Awareness of responsibility

1. To job and property

a. completing job to best of ability

b. respect for job

c. relationship of job to services of department

d. responsibility for tools and equipment

Jr. Intermediate (cont)

D. Awareness of responsibility (cont)

2. To employer (teachers and institution p ersonnel

a. understanding employer's objectives

b. understanding employer's problems

c. accepting authority

d. accepting criticism

e. relationship of employee to employer

(1) refrain from ridicule

(2) avoid emotional attachments

3. To co-workers (classmates)

a. accepting praise or success

b. cooperation

c. respect for others' jobs

d. respect for privacy

e. relationships between employees

(1) avoiding quarrels

(2) avoiding ridicule

(3) avoiding cliques

(4) avoiding gossip

4. To the institution

a. understanding the need for helpers

b. respecting the need for and the importance of "menial" workers

5. To himself

a. self improvement (application to schoolwork)

b. accepting failure

c. self respect

Jr. Intermediate (cont)

D. Awareness of responsibility (cont)

5. d. discretion in giving assistance

E. Laws protecting workers

F. Income management

1. Budgeting

a. money

b. materials

c. time

2. Value of money

3. Savings

4. Borrowing and lending

5. Record of income and expenses

G. Management of leisure time

1. Institutional facilities

2. Cost of various activities

3. Specific leisure activities in the institution

4. Proper conduct

5. Good sportsmanship

6. Correct dress

Sr. Intermediate (15 - 16 yr.)

General objectives — **Specific objectives**

A. Development of good attitudes

1. Kindness
2. Sincerity
3. Responsibility
4. Courtesy
5. Cooperation
6. Respect
   a. for own job
   b. for others' jobs
   c. for others' race, religion and physical appearance (see also Social Adjustment Curriculum)
7. Generosity
8. Honesty
9. Truthfulness
10. Good mental health
    a. acceptance of role in community
    b. acceptance of own physical and mental capabilities and limitations
11. Self control
12. Pride in accomplishments
13. Honor
14. Pleasantness

B. Establishment of good habits

1. Good grooming
   a. appropriateness

Sr. Intermediate (cont)

B. Establishment of good habits

1. b. cleanliness

c. neatness

2. Orderliness

3. Safety

4. Listening

5. Working carefully and quietly

6. Care of property and materials

7. Acceptable speech

8. Punctuality and regularity

9. Overindulgence

a. eating

(1) general

(2) on the job

b. smoking

(1) general

(2) on the job

10. Borrowing and lending

a. materials

b. money

C. Development of knowledge of job areas

1. Job exploration in the community

2. Job analysis (community)

a. duties

b. qualifications

Sr. Intermediate (cont)

C. Development of knowledge of job areas (cont)

2. b. (1) personal

(2) educational

3. Self-evaluation (as related to job requirements)

D. Awareness of responsibility

1. To job and property

a. performing job to best of ability

b. maintaining good mental attitude toward job

c. understanding individual's place in whole picture

d. responsibility for tools and equipment

2. To employer

a. understanding employer's objectives

b. understanding employer's problems

c. accepting authority (don't ridicule employer or supervisor)

d. relationship of employee to employer

3. To co-workers

a. accepting praise or success

b. cooperation

c. respect for others' jobs

d. respect for privacy

e. relationships between employees

(1) avoiding quarrels

(2) avoiding ridicule

(3) avoiding cliques

(4) avoiding gossip

Sr. Intermediate (cont)

D. Awareness of responsibility (cont)

4. To society

a. understanding need for workers in service jobs

b. accepting dignity of physical labor

5. To self

a. self improvement (listen more, talk less)

b. accepting defeat

c. self respect

d. avoiding imposition by others

E. Laws protecting workers

1. Wage-hour laws

2. Social security

3. Unemployment insurance

4. Workmen's compensation

5. Disability benefits

6. Private insurance

F. Income management

1. Budgeting income

2. Money values in buying

3. Savings

4. Borrowing and lending

5. Records of income and expenses

G. Management of leisure time

1. Budgeting time

2. Community facilities

3. Cost of various activities

Sr. Intermediate (cont)

G. Management of leisure time

4. Specific leisure activities

a. at home

b. in the community

5. Correct dress

6. Proper conduct

7. Good sportsmanship

Young Adult (17 - 22 yr.)

General objectives — **Specific objectives**

A. Development of good attitudes

1. Kindness
2. Sincerity
3. Responsibility
4. Courtesy
5. Cooperation
6. Respect
   a. for own job
   b. for others' jobs
   c. for others' race, religion, physical appearance and politics (see also Social Adjustment Curriculum)
7. Generosity
8. Honesty
9. Truthfulness
10. Good mental health
    a. acceptance of self as a worker
    b. acceptance of own physical and mental capabilities and limitations
11. Self control
12. Pride in accomplishments
13. Honor
14. Pleasantness

B. Establishment of good habits

1. Good grooming

Young Adult (cont)

B. Establishment of good habits (cont)

1. a. appropriateness

   b. cleanliness

   c. neatness

2. Orderliness

3. Safety

4. Listening

5. Working carefully and quietly

6. Care of property and materials

7. Acceptable speech

8. Punctuality and regularity

9. Overindulgence

   a. eating

      (1) general

      (2) on the job

      (3) coffee breaks

   b. smoking

      (1) general

      (2) on the job

   c. alcohol

      (1) general

      (2) working hours

   d. late hours

   e. gambling

10. Borrowing and lending

    a. materials

Young Adult (cont)

B. Establishment of good habits (cont)

10. b. tools

c. money

C. Development of knowledge of job areas

1. Exploration of job opportunities

2. J ob analysis

a. wages

(1) clothing requirements

(2) Union membership

(3) benefits

b. hours

c. advantages and disadvantages

d. duties

e. special training

3. Self evaluation (as related to job requirements)

D. Awareness of responsibility

1. To job and property

a. performing job to best of a bility

b. maintaining good mental attitude toward job

c. understanding individual's place in whole picture

d. responsibility for tools and equipment

2. To employer

a. understanding employer's objectives

b. understanding employer's problems

c. accepting criticism

d. appropriate sources of assistance

Young Adult (cont)

D. Awareness of responsibility (cont)

2. e. discretion in discussing problems

3. To co-workers

a. accepting praise or success

b. cooperation

c. respect for others' jobs

d. respect for privacy

e. discretion is discussing others' performance of job

4. To society

a. understanding need for helpers

b. accepting the dignity of physical labor

5. To self

a. self improvement, at related to job

b. accepting defeat and failure

E. Laws protecting workers

1. Unions

2. Wage-hour laws

3. Social security

4. Unemployment insurance

5. Workmen's compensation

6. Disability benefits

7. Private insurance

F. Income management

1. Budgeting

2. Comparison buying

3. Installment buying

4. Savings (and insurance)

Young Adult (cont)

F. Income management

5. Borrowing and lending

6. Financial records

a. time cards and clocks

b. deductions

G. Management of leisure time

1. Budgeting time

2. Community facilities

3. Cost of various activities

4. Specific leisure activities

5. Correct dress

6. Proper conduct in public

7. Good sportsmanship